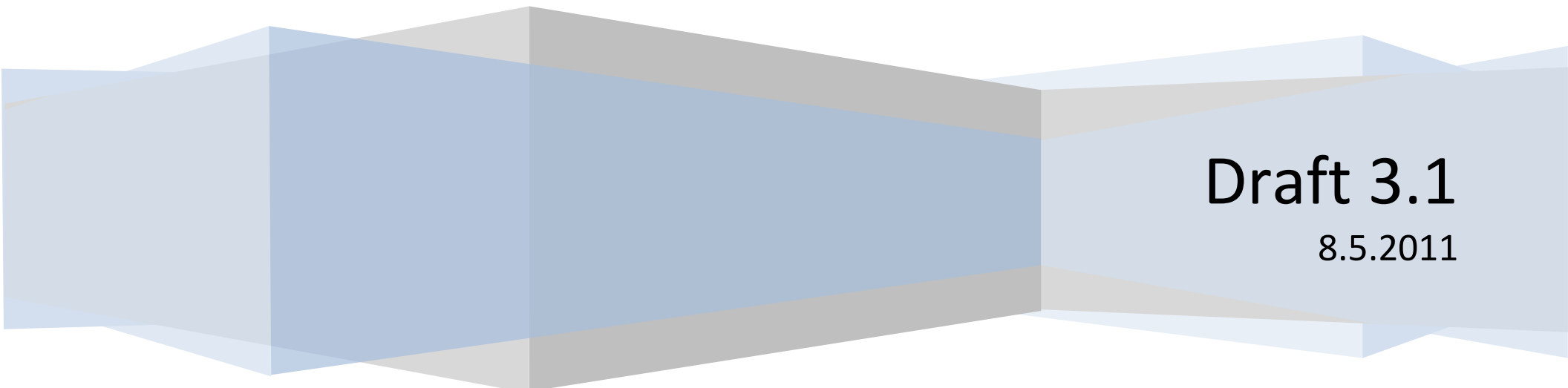


Teacher Effectiveness Framework

The Teacher and Principal Effectiveness Frameworks organize the multiple measures which comprise Kentucky's proposed Professional Growth and Effectiveness System. They are designed to support student achievement and professional best-practice through the domains of *Instruction, Learning Climate, Leadership and Professionalism, and Student Growth*.

The Kentucky Teaching Standards and Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning are the foundational documents for the Teacher Effectiveness Framework. The Interstate Leadership Licensure Consortium (ISLLC) Standards and the Continuum for Principal Preparation and Development are the foundational documents for the Principal Effectiveness Framework. Both frameworks provide structure and feedback for continuous improvement through individual goals that target student and professional growth, along with school improvement. Teacher and principal performance will be rated according to four performance levels (ineffective, developing, accomplished, and exemplary) for each standard.

The final performance rating will be a holistic reflection of combined performance across each domain.



Draft 3.1
8.5.2011

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning. (1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 4.1, 4.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Student work samples	<p>Addresses the diverse learning needs of each student through appropriate level of content knowledge.</p> <p>Teaches content knowledge through research based practices and strategies that ensure student understanding.</p> <p>Anticipates, diagnoses, and addresses student misconceptions related to content.</p> <p>Uses various methods (e.g., discovery, investigative and inquiry learning) to engage and challenge all students' development of 21st Century skills</p> <ul style="list-style-type: none">• critical thinking and problem solving,• creative and innovative thinking,• collaboration and communication• skills for developing media literacy. <p>Reflects and promotes diverse, multicultural, and global perspectives through practices and strategies.</p> <p>Integrates questioning techniques that help students understand content across all thinking and reasoning levels.</p>	<p>Demonstrates content knowledge.</p> <p>Teaches content knowledge through a variety of activities.</p> <p>Diagnoses misconceptions related to content and addresses them during or after instruction.</p> <p>Relies on routine methods of instruction to engage students.</p> <p>Uses questioning techniques that elicit student responses at a single thinking and reasoning level.</p>	<p>Fails to demonstrate content knowledge.</p> <p>Fails to engage students in their learning.</p> <p>Fails to diagnose or address student misconceptions-</p> <p>Fails to integrate diverse, multicultural, or global perspectives into instruction.</p> <p>Fails to use questions to measure student understanding.</p>

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Extends content knowledge of colleagues through formal mentoring and modeling (e.g., leading professional development, instructional rounds, peer observations).

Builds pedagogical capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching).

Reflects formally (e.g., journal, video of lesson, reflection with colleagues) on classroom practices, continuously refining and improving instruction.

COMMENTS: (Provide brief comments to support the holistic recommendation.)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets. (2.2, 2.3, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.4, 7.1, 7.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Student work samples• Pre- and post-tests• Common assessments• Results of data analysis• Formative and summative assessments• Conferences with students• Goal setting documents• Spreadsheets• Learning logs	<p>Uses a variety of pre-assessments to establish baseline content knowledge and skills for the purpose of differentiating classroom instruction.</p> <p>Develops and uses formative and summative assessments to determine student progress, guide instruction, and provide specific feedback to students.</p> <p>Analyzes student work and performance data to determine both individual and class progress.</p> <p>Uses assessment data to adapt instruction, and address individual student learning needs (e.g., remediation, instruction and enrichment).</p> <p>Uses available technology to assess student learning, manage assessment data and communicate results to appropriate stakeholders.</p> <p>Provides opportunities for student self-assessment, reflection and goal setting.</p>	<p>Uses pre-assessments to establish baseline knowledge and skills.</p> <p>Uses formative and summative assessments to measure student performance.</p> <p>Uses available technology to assess student learning and manage data.</p> <p>Involves students in using data to reflect on their individual progress.</p>	<p>Uses assessment data primarily for grading purpose.</p> <p>Fails to analyze student work and performance data.</p> <p>Fails to use available technology to assist in the assessment of student learning.</p> <p>Fails to provide opportunities for student involvement in the assessment of their own learning.</p>
EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)			
Models assessment strategies for colleagues (e.g., leading professional development, instructional rounds, peer observations).			
Models strategies to improve student performance, based on assessment data, to appropriate stakeholder groups (e.g., peer training, strategy nights for parents, student-led conferences).			
Designs tools which empower students to use technology to assess and monitor their own learning.			
COMMENTS: (Provide brief comments to support the holistic recommendation.)			

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
1.3 Develops and communicates student friendly learning targets that lead to mastery of national, state and local standards. (2.1, 2.4) Possible Sources of Evidence: <ul style="list-style-type: none">• Lesson and/or unit plans,• Formal and informal observations, student work samples• Formative and summative assessments• Teacher reflection and self-assessment• Posted learning targets• Student voice	Develops student friendly learning targets or guiding questions that lead to mastery of national, state and local standards. Communicates aligned, student-friendly learning targets or guiding questions throughout all phases of the lesson.	Develops learning targets or guiding questions that are related to national, state and local standards. Communicates learning targets or guiding questions on lesson plan or for student view.	Fails to develop learning targets or guiding questions aligned with the national, state and local standards. Fails to communicate learning targets or guiding questions.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Collaborates with peers across disciplines to develop integrated student friendly learning targets.

Involves students in the process of developing and/or deconstructing student friendly learning targets.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs. (2.1, 2.3, 2.5, 3.3, 4.1, 4.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Student work samples• Pre- and post- tests• Common assessments• Benchmark assessment• Results of data analysis• Formative and summative assessments• Conferences with students• Learning logs• Resources for instruction	<p>Designs engaging instructional plans based on multiple sources of student performance data and student interests.</p> <p>Implements engaging instructional plans based on multiple sources of student performance data and student interests.</p> <p>Delivers differentiated instruction based on identified developmental levels, student interests and learning styles.</p> <p>Adapts pacing of instruction based on multiple sources of data and student learning needs.</p> <p>Designs instructional plans that allow for fluid grouping and re-grouping of students based on individual, group and whole class learning needs.</p>	<p>Designs instructional plans based on multiple sources of data.</p> <p>Implements instruction based only on standards and/or learning targets.</p> <p>Attempts to differentiate instruction to address students' diverse learning needs.</p>	<p>Does not use appropriate data to inform planning or instruction.</p> <p>Designs learning experiences poorly aligned to student learning needs.</p> <p>Implements instructional plans that do not match student learning needs.</p> <p>Fails to address developmental and differentiated learning needs of students.</p>
<p>EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)</p> <p>Ensures student involvement in the design, review and modifications to data driven instructional practice.</p> <p>Builds peer capacity to design and implement data informed, differentiated instructional plans through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching).</p>			
<p>COMMENTS: (Provide brief comments to support the holistic recommendation)</p>			

DOMAIN: Instruction

Teacher demonstrates understanding of current standards and principles by incorporating effective practices, strategies and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences. (6.1, 6.2, 6.3, 6.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Formal and informal observations• Lesson and/or unit plans• Teacher-sponsored clubs• Resources for instruction• Teacher schedules• Student productions (e.g., digital photography, videos, podcasts)• Teacher and student web pages	<p>Uses appropriate technology to design instruction that supports and extends learning of all students.</p> <p>Implements research-based, technology-infused instructional strategies to support learning of all students.</p> <p>Integrates varied and authentic opportunities for all students to use appropriate, available technology to further learning.</p> <p>Provides students with choices for appropriate and meaningful use of technology to facilitate and extend their learning in new and engaging ways.</p> <p>Uses available networking applications appropriately to communicate with students and parents enhancing student learning and curricular outcomes.</p> <p>Models and reinforces appropriate and ethical use of information and communication of technology.</p>	<p>Uses technology to implement instruction that facilitates learning.</p> <p>Uses technology to design instruction.</p> <p>Uses technology during instruction to enhance content delivery.</p> <p>Uses technology for managerial, communication and procedural tasks.</p>	<p>Fails to use technology for planning or instruction.</p> <p>Uses technology and/or technology resources in ways that do not support instructional goals.</p> <p>Uses technology for acquisition of skills such as word processing and keyboarding only.</p> <p>Fails to adhere to ethical use of communication and/or violates acceptable use of technology policy.</p>
EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)			
Builds technological capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, coaching).			
Uses a variety of technological platforms to enhance collaboration with peers, resources and stakeholders who would otherwise be out of reach (e.g., virtual PLC, distant classroom, virtual field trips, experts from the field)			
COMMENTS: (Provide brief comments to support the holistic recommendation)			

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued. (3.2, 3.3, 3.4, 3.5, 4.2)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Office referral data• Student feedback/surveys, individual behavior plans• Teacher classroom management plans and procedures• Formal and informal observations• Observation of classroom space	<p>Treats each student with respect.</p> <p>Demands all students treat others with respect.</p> <p>Proactively involves all students in establishing clear standards of conduct which are aligned with school and district policy.</p> <p>Demonstrates awareness of and sensitivity to students' backgrounds, ethnicities, cultures, skills, interests and special needs.</p> <p>Maintains a fair, respectful, safe and productive classroom environment conducive to learning and the emotional well being of all students.</p> <p>Creates a learning environment in which students are motivated to take risks and learn from mistakes.</p>	<p>Encourages students to treat others with respect.</p> <p>Establishes clear standards of conduct which are aligned with school and district policy.</p> <p>Establishes standards of conduct which support mutual respect and promote safety.</p> <p>Redirects student mistakes into opportunities for growth and learning.</p>	<p>Engages in interactions that are inappropriate or insensitive to students (e.g., sarcasm, put-downs or conflict).</p> <p>Allows interactions that are inappropriate or insensitive among students (e.g., sarcasm, put-downs or conflict).</p> <p>Does not value nor support student diversity and/or individual differences.</p> <p>Does not perceive student mistakes as an opportunity for growth and learning.</p>
EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)			
Builds a sense of anticipation and excitement for learning to keep students focused and motivated for the learning process by providing a classroom environment that is emotionally and physically safe for all students.			
Models and shares strategies for a positive, respectful and safe learning environment (e.g., peer observations, professional development, coaching).			
COMMENTS: (Provide brief comments to support the holistic recommendation)			

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>2.2 Communicates high expectations for all students. (3.1, 3.2, 5.5)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• Lesson plans• Teacher correspondence• Class newsletters• Communication logs• Referral data• Attendance data• Formal and informal observations• Growth plan• Conferences• Correspondence to and from parents• Celebrations• Surveys (parent, students)• Photographs• Goal setting• Student data notebooks	<p>Creates a classroom culture characterized by clear, shared and challenging expectations for each student.</p> <p>Communicates confidence in students' ability to achieve behavioral and learning expectations.</p> <p>Creates a culture that celebrates student successes and accomplishments.</p> <p>Communicates to students and parents in a timely manner the evidence of student performance.</p> <p>Communicates to students and parents an understanding of progress and next steps relative to student performance.</p>	<p>Sets clear expectations for student achievement and behavior.</p> <p>Celebrates student successes and accomplishments.</p> <p>Communicates learning results to students and parents that provide an understanding of learning progress relative to objectives.</p>	<p>Fails to set behavioral or learning expectations for students.</p> <p>Fails to create a classroom environment that conveys high expectations for student learning.</p> <p>Fails to celebrate student successes and accomplishments.</p> <p>Provides little or no information to parents or responds insensitively to parent concerns about student progress.</p>

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Creates a culture in which all students hold themselves to high standards of performance.

Engages students in communicating their learning results to peers, parents and others.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Learning Climate

Teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students. (4.3, 4.4) Possible Sources of Evidence: <ul style="list-style-type: none">• Informal and formal observations, classroom layout,• Walkthrough data,• Lesson plans,• Classroom bell work• Classroom procedures• Resource requests• Schedule	Accesses a variety of resources to optimize learning for each student. Maximizes the use of instructional and transitional time. Uses space and resources creatively to provide authentic student learning experiences.	Uses available resources to support student learning. Manages transitional and instructional time. Uses classroom space and materials effectively.	Employs inefficient classroom routines. Fails to effectively use instructional time. Allows transitions to detract from instruction. Uses materials, resources and activities that do not support instructional goals.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Empowers students to contribute to the effective design of classroom routines and procedures.

Models effective use of time, space and resources for colleagues (e.g., peer observation, professional development, coaching).

Extends time, space and resources beyond the classroom where appropriate (e.g., grants, community projects and service, community partnerships, mentors).

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school and community, takes responsibility for professional growth and student academic success and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>3.1 Engages in professional and leadership activities that enhance personal growth, student learning and the professional environment of the school. (10.1, 10.4)</p> <p>Possible Sources of Evidence:</p> <ul style="list-style-type: none">• PD log• Committee minutes• Growth plan• PD, workshops, or conference presentations• Agendas and meeting minutes• Attendance records, sign-in sheets• Anecdotal records• CSIP• Student assessment data• Awards and recognitions• Media• SBDM committees	<p>Engages in professional learning opportunities that enhance classroom and school initiatives (e.g., PLCs, grade level teams, departments, SBDM committees).</p> <p>Reflects on personal leadership efforts to evaluate effectiveness in relation to student learning.</p> <p>Demonstrates professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications).</p> <p>Adheres to the Code of Ethics.</p>	<p>Engages in professional leadership opportunities that support classroom initiatives.</p> <p>Participates on leadership teams or committees.</p>	<p>Fails to seek leadership opportunities.</p> <p>Fails to demonstrate professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications).</p> <p>Fails to adhere to the Code of Ethics.</p>

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Takes a leadership role in team and/or departmental decision making and works to build consensus based on data, student learning needs and improved professional practice.

Mentors and facilitates professional growth of colleagues.

Participates in leadership roles beyond the school (e.g., professional organizations, district teams, state committees, community groups) that support student or professional learning.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school and community, takes responsibility for professional growth and student academic success and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.2 Designs, implements and revises a professional growth plan that addresses data-informed priorities and results in improving instruction and learning. (7.3, 9.1, 9.2, 9.3, 9.4, 10.2, 10.3, 10.4) Possible Sources of Evidence: <ul style="list-style-type: none">• Professional growth plan• School improvement plan• PD attendance• Observation• Formative and summative data• Reflections	Identifies priority needs for professional growth by reflecting on student performance data and instructional practices. Collaborates with administrator to develop a professional growth plan, which is anchored in improved student learning and reflects personal and school priority needs. Implements and monitors impact of professional growth plan. Collaborates with administrator to review and revise growth plan based on student performance and other applicable evidences.	Identifies priority needs for professional growth. Designs a growth plan that addresses personal priority needs based on accurate self-assessment. Implements professional growth plan.	Fails to use self-assessment and/or data to identify priority needs. Fails to develop growth plan. Fails to implement growth plan.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Gathers, analyzes, summarizes, and takes action based on evidence (e.g., peer observations, action research, examinations of teacher and student products, and feedback from colleagues and other professionals) about the quality of his/her professional practice.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Leadership and Professionalism

Teacher provides professional leadership within the classroom, school and community, takes responsibility for professional growth and student academic success and works collaboratively through professional learning experiences in the pursuit of professional excellence.

STANDARD (KY Teacher Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.3 Collaborates with colleagues, parents, and others to enhance student learning. (8.1, 8.2, 8.3, 8.4) Possible sources of evidence: <ul style="list-style-type: none">• Individual Education Plan/Individual Learning Plan• Intervention plans• Gifted Service Plans• Meeting minutes• Master schedule• Formal and informal data• Agendas• ELL district plans• Communication logs• Resource requests• Program service plan (PSP)• Formal data• Informal data	Collaborates with colleagues, parents and others in an effort to meet the needs of all students. Enhances professional growth by collaborating with colleagues. Utilizes appropriate agencies and resources to address student needs and reduce barriers to learning. Reflects on how collaborative learning experiences enhance student learning.	Collaborates with colleagues in an effort to meet the needs of students. Determines the outcomes of collaborative efforts through the use of informal data.	Fails to collaborate with colleagues, parents and others. Fails to use data to determine the effectiveness of collaborative efforts.

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Integrates a network of services to support social, emotional, physical, and learning needs of individual students.

COMMENTS: (Provide brief comments to support the holistic recommendation)

DOMAIN: Student Growth

Teacher contributes to student academic growth and overall school success.

STANDARD:	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
<p>4.1 Contributes to overall school success and the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement).</p> <p>Possible sources of evidence:</p> <ul style="list-style-type: none">• Formative assessment results• Summative assessment results• Student work analysis• Program reviews• Interim benchmark assessments• Data disaggregation matrix• Gap goals and progress documentation• IEPs, ILPs, PSPs, GSPs• College readiness• Graduation rates• Student growth percentiles• Dropout rates• End of course exams• Student performance• State assessment• NRTs	<p>Multiple measures validate student academic growth or achievement that meets or exceeds the collaboratively established school goals or student learning objectives.</p> <p>Multiple measures validate a reduction in collaboratively established classroom student achievement gap goals.</p>	<p>Multiple measures indicate student growth but growth does not meet the collaboratively established school goals or student learning objectives.</p> <p>Multiple measures indicate progress towards reducing student achievement gaps, but falls short of collaboratively established goal.</p>	<p>Demonstrates a pattern of no student growth and/or failed student achievement.</p> <p>Fails to indicate a pattern of reducing achievement gaps.</p>

EXEMPLARY: (not limited to the following descriptors, but is beyond existing school protocols and structures)

Multiple measures validate a sustained pattern of goal attainment in student performance, growth, or closing of achievement gaps.

Creates a sense of shared ownership of the overall school's success and promotes a culture of collaboration.

COMMENTS: (Provide brief comments to support the holistic recommendation)

SUMMATIVE EVALUATION FORMAT

<u>INSTRUCTION</u>	<u>LEARNING CLIMATE</u>	<u>LEADERSHIP AND PROFESSIONALISM</u>	<u>STUDENT GROWTH</u>
1.1 Research-based Practices EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.1 Safe Learning Environment EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.1 Leadership Activities EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	4.1 Student Growth EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE
1.2 Assessment of Learning EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.2 High Expectations EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.2 Professional Growth Plan EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.3 Student Friendly Learning Targets EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.3 Effective Use of Resources EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.3 Professional Collaboration EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.4 Data Informed Planning EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE			
1.5 Technology Integration EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE			
<u>OVERALL: INSTRUCTION</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<u>OVERALL: LEARNING CLIMATE</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<u>OVERALL: LEADERSHIP AND PROFESSIONALISM</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	<u>OVERALL: STUDENT GROWTH</u> EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE

- ☐ I agree with the above evaluation.
☐ I disagree with the above evaluation for the following reasons:

EVALUATEE COMMENTS:

Evaluatee Signature*

Date

Evaluator Signature

Date

*Does not denote agreement with evaluation, only that evaluation results have been shared with the evaluatee.

RESEARCH BASE FOR TEACHER EFFECTIVENESS RUBRIC

INSTRUCTION DOMAIN:

1.1 Research-based Practices

- Bloom, B. S. (1984, May) The search for methods of group instruction as effective as one-to-one tutoring, *Educational Leadership* 41(8)
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- Rowan, B., Chiang, F. S., and Miller, R. J (1997) Using research on employees' performance to study the effects of teachers on student achievement, *Sociology of Student Achievement*
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1.2 Assessment of Learning

- Airasian, P. W. (1994) *Assessment in the Classroom*
- Allington, R. L. (2002) What I've learned about effective reading instruction *Phi Delta Kappan* 83
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- Popham, W. J. (2002) *Classroom Assessment: What teachers need to know (3rd edition)*
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- Tomlinson, C. A. (1999) *The Differentiated Classroom: Responding to the needs of all learners*
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- Walker, M. H. (1998, May) 3 Basics for Better Student Output, *Education Digest* 63(9)

1.3 Student Friendly Learning Targets

- Allington, R. L. (2002) What I've learned about effective reading instruction *Phi Delta Kappan* 83

Marzano, R. J., Pickering, D., and McTighe, J. (1993) *Assessing Student Outcomes: Performance assessment using the dimension of learning model*

Rowan, B., Chiang, F. S., and Miller, R. J (1997) Using research on employees' performance to study the effects of teachers on student achievement, *Sociology of Student Achievement*

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